**Graduate Council Meeting Minutes, February 6, 2018 - APPROVED**

**Start: 3:35 p.m. End: 4:22 p.m.**

**In attendance**: Becky Copper Glenz, Brian Bercier, Renee Scapparone, Viera Lorencova, Deborah Stone, Brady Chen, Laura Baker, James Alicata, Jane Fiske, Aly Stanton

**Non committee in attendance**: Lael Lavery, Robert Shapiro, Nancy Murray, Mark Leblanc (will be sitting in as non- voting member in Linda Dupell’s place)

**Not in attendance**: Benjamin Railton, Linda Dupell, Anne Howard, Lisa Grimm

Meeting starts with Chair Renee Scapparone introducing the graduate council student representative Aly Stanton who is a graduate assistant for the English Department.

**Review of minutes**- Corrections to minutes: Jane Fiske was not in attendance at the last meeting and this was noted and the date of the last meeting was November 7th, not the 5th as the minutes state. Motion to accept minutes with friendly amendments: D. Stone, Seconded by: V. Lorencova.
 Vote: All in favor.

**Graduate Thesis handbook edits –**

Emails had been sent out to chairs by Brian Bercier after the first and second meeting and unfortunately not a lot of feedback was given for proposed revisions besides notes submitted by Becky Copper Glenz, Viera Lorencova, and Linda Dupell. Since no other revisions had been sent in by the department chairs Brian Bercier volunteered to make the edits. L. Baker asked if chairs would have chance to review again before being published to which the answer was yes. B. Bercier would also like to take this opportunity after the handbook has been “cleaned up” to review some of the processes that currently are supposed to take place…i.e. according to the handbook three copies are supposed to be made with one going to archives, one to department and one to GCE- which does not happen, nor does it need to.

Motion made by Jane Fiske to accept edits as presented, seconded by Laura Baker.
Vote: all in favor.

Before moving on to proposal Brian suggested that we talk to the library about possibility of going paperless with the thesis like other institutions have done, taking a look at best practices and update the process in round two. Also thinks we need to find better locations to have it posted on the website like the Graduate and Continuing Education Resources page and in the graduate catalog.

**Proposals**

**GCE 17-18-14 – New Course- Parallel Programming with CUDA – Computer Science**
Motion to review made by Viera Lorencova.

Brady Chen presented new course Parallel Programming with CUDA. This course has been offered three times in the past as a topics course for the Computer Science program. This course will be an elective for the program in which there are currently 7 required courses and 4 electives. The course covers programming techniques on the parallel computing programming model known as Compute Unified Device Architecture (CUDA). Students will learn how to develop scalable parallel programs targeting the unique requirements for obtaining high performance on GPU’s.

The proposal states that it will be offered as a course for the first time in Spring 18 but this line is supposed to mean once the course is approved when it will be offered. Brady to change to Spring 2019. Also, noted that the grading rubrics in the syllabus is the undergraduate version which needs to be updated.

Laura Baker asked if all computer science courses were capped at 15 instead of 20 or 25. Brady stated that it was due to resources- the computer science lab only has 8 computers available so students pair up to do the course work.

Motion to approve proposal with friendly amendments to make changes to when it will first be offered and the grading rubric in the syllabus by Deb Stone, Seconded by Brian Bercier.
Vote: all in favor.

There was brief discussion about the Dean Review check box and signature line. The signature was difficult to discern in the last proposal. The revised forms now have a clickable check box and the signature line can have text inserted and is no longer for signatures.

Before presenting the next four proposals Nancy Murray asked to give brief overview of how these proposals came to be.

**GCE 17-18-15** –**New Course – Foundations and Characteristics of Autism – Education**
Motion to review made by Viera Lorencova

This proposal submitted by Nancy Murray was designed as one of the first courses. It addresses a number of standards required, specifically the Foundations and Characteristics of Autism. This course is a foundational course for the endorsement as the syllabi for this program were crafted so that students will build upon the skills learned in the previous course.

Brian Bercier asked if this endorsement could be obtained by students currently in the Moderate and Severe disabilities concentrations by just taking three additional courses as one of the courses for endorsement is already existing (SPED 8180, SPED 8020). Robert Shapiro responded that the state has strict guidelines for the number of practicum hours required for this endorsement and that the current SPED 8180 offered only has 25 hours required but the version that will be offered for the endorsement will require 50 hours.

The foundations course does have 25 required pre practicum hours.

Brian also noted that there were too many characters for the title. Friendly amendment to change the banner abbreviation to Foundations & Char of Autism. (Another friendly amendment made later at meeting that does affect this course is the change to the Note: at bottom of course description)

Motion to accept proposal with friendly amendments by Jim Alicata, Seconded by Jane Fiske
Vote: All in favor.

**GCE 17-18-16 – New Course – Assessment of Students with Autism Spectrum Disorders- Education**
Motion to review made by Viera Lorencova

Proposal presented by Robert Shapiro. This course is another to meet the requirements of the autism endorsement and it focuses on the assessment of students with autism spectrum disorders. The course is divided into two large components – the first is the assessment to make determination if someone meets the criteria of an autism disorder and the second part is once the assessment and diagnosis has been made, how to assess the skills and function level to determine responsible learning targets moving forward.

Questions in regards to prerequisites marked on proposal (The course proposed was accidentally indicated as a prerequisite for itself), if it has been offered as a topics course in the past (No), and what level it should be marked at (8000). Nancy Murray also added that in regards to the prerequisites; SPED 8180 and 8020 are both listed as they are similar courses but one is offered in Moderate Disabilities concentration and the other in the Severe Disabilities concentration. (Will need to remove assessment course and add “or” between 8180 and 8020 and write out their full titles.)

Laura Baker asked for clarification on the pre practicum for the course and the note on the course description. Robert stated that it is 50 hours for this course and that they noted 75 and 75 in the note because the State requires 150 hours experience, 75 of which are to be in an inclusive settings. After discussion on how to clarify for students comprehension and Nancy/Robert’s desire to have this note reiterated on each course description.

Decided that in each syllabus they will put something to the effect of ‘The State requires 150 total hours, 75 of which must be in an inclusive setting’.

Motion to approve proposal with friendly amendments made by Deb Stone, Seconded by Jane Fiske.

Vote: All in favor.

**GCE 17-18-17 – New Course – Interventions for Students with Autism Spectrum Disorders - Education**
Motion to review made by Viera Lorencova

Nancy Murray presented third course proposal – starting with mentioning that the goal for these courses, and this program is for each course to be 7 weeks; therefore, two will be taken each semester and the certificate can be earned in a year. So this Interventions course is a culminating course- it will be used to connect the content learned in the first three courses and then examine the types of interventions that are available, research what is being used, and using their pre practicum to implement the interventions.

Discussion in regards as to when it is being offered (noted that it is supposed to also be offered in spring of 2019 as the Assessment course also states.) Nancy stated that courses need to be sequential as the program was built to have students build upon knowledge from previous course. Mark Leblanc noted that there was a need to make special note if courses were pre or co requisites. The foundations course and 8180 or 8020 are prerequisites for the Assessment course and the Interventions course. Assessment must be taken before the interventions course but will be listed in banner as a co requisite as students could take both in the spring semester and the Assessment course being listed as a prerequisite would block the registration for the Interventions course.

Motion to approve with friendly amendment for clarity on the pre and co requisites made by Brian Bercier, seconded by Jane Fiske.

Vote: All in favor.

**GCE 17-18-18 – New Program – Autism Spectrum Disorders Certificate Program – Education**

Motion to review: Viera Lorencova

Robert Shapiro to present the program that encompasses all the courses just approved. This program is designed to enable candidates to get the state based autism endorsement. This will make participants more marketable in their fields.

This program consists of a four course sequence (12 credits total) in order to meet the Subject Matter Knowledge requirements for the Autism Endorsement put forth by the Massachusetts Department of Elementary and Secondary Education.

Nancy Murray asked where they might add the information about the fact that the courses are 7 weeks long to be taken in sequential order. Although not necessary, it was decided that she can make that clarification under the implementation plan on the second page. It was also noted that these will be offered online only but not as part of the Online Accelerated Programs.

Discussion that perhaps next years’ forms should have format and length of courses should be added to form.

There was question if this was available for undergraduates as well. Since it is not, Viera suggested that we add the word graduate to the title.

Friendly amendments include the following; uncheck part in regards to needing additional faculty, adding information about format and length of courses, adding the verbiage about the pre practicum hours to description so that it matches the courses, and adding the word graduate to the program title.

Motion to approve proposal with friendly amendments made by Viera, Seconded by Jane Fiske.

Vote: All in favor.

**Next meeting will be on March 6th in the Hammond building. New proposals due in by February 27, 2018**

**New Business:**

Becky Copper Glenz just wanted to let the council know that Graduate and Continuing Education is working on a revision of the academic progress policy that is in place for graduate students. Currently there are a lot of petitions from students that are dismissed from programs after receiving one zero grade which is the current policy. Looking to ease up on this policy and help students make up these grades in a more timely fashion. Will send out before next meeting.

Motion to adjourn made by Deb Stone, Seconded by Brian Bercier.

Vote: All in favor.

Meeting adjourned at 4:22pm.